Brawley Lesson Plans

*Evolution*/Graphic Novel

Targets:

RL 1: Cite strong and thorough textual evidence to support analysis.

RL 2: Provide an analysis of how a central idea emerges and is shaped and refined by specific details over the course of a text.

RL 5: Analyze how an author’s choices concerning how to structure text, order events within it, and manipulate time, create such effects as mystery, tension, or surprise.

Lesson Plan Overview: Students will read and analyze the features of the graphic novel *Evolution*. They will then apply these features to produce a graphic representation of a short story from the literature book.

Step 1: Students have read and discussed the novel *Evolution* as part of an interdisciplinary unit with science.

Step 2: Distribute the following chart to students, and discuss each feature of a graphic novel.

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| --- | --- | --- |
| Feature | Page | Description |
| Panels |  | Large boxes that serve as the story board. Each panel contributes to the movement of the plot. |
| Speech bubble or balloon |  | This shows the *spoken* *words* the characters are saying. |
| Thought bubble or balloon |  | This shows the *silent thoughts* the characters are thinking. |
| Captions |  | Blocks of descriptive text contained within square or rectangular boxes. |
| Sound Effects |  | Onomatopoeia representing sounds taking place. |
| Side Notes |  | Panels or captions that give additional information or are used to clarify elements of the text. |

Step 3: In small groups, students will find an example of each text feature as it appears in *Evolution*. They will fill in their charts with the page number of the text feature. Groups must be prepared to show the features to classmates and be able to explain the text features to their peers.

Step 4: Students will read or have read the short story “The Sniper” from the 9th grade literature book.

Step 5: Working in groups of 3, students will create a graphic novel strip to represent the plot of the story.

1. Reflect on “The Sniper.”

2. Plan out your storyboard panels using a sloppy copy. Addressing the following elements will help you plan.

a. setting

b. protagonist

c. antagonist/rising action

d. conflict

e. climax

f. resolution

You must create at least 6-12 panels. Your product must contain each of the features discussed in the text feature chart.

3. Divide tasks among your group members. What panels will each person design? What text feature will each person’s panels reflect?

4. Design Panels

5. Put the panels together in order

6. Present your story to the class. Point out the text features as you go.

Rubric

|  |  |
| --- | --- |
| A | Students have designed 6-12 Panels. Panels represent the plot of the story. Panels contain all of the features discussed in the text feature chart. Artwork/text is neat and panels are *highly* creative and imaginative. |
| B | Students have designed 6-12 Panels. Panels represent the plot of the story. Panels contain all or most of the features discussed in the text feature chart. Artwork/text is fairly neat and shows some creativity and imagination. |
| C | Students have designed 6-12 Panels. Panels, for the most part, represent the plot of the story. Panels contain most of the features discussed in the text feature chart. Artwork/text is fairly neat and meets the assigned goal. |
| D | Students have designed 4-12 Panels. Panels show some gaps in storyline. Panels contain a few of the features discussed in the text feature chart. Artwork/text is readable and meets some of the requirements of the goal. |
| F | Students have designed 3-12 Panels. Panels show large gaps in storyline. Panels contain very few of the features discussed in the text feature chart. Artwork/text is sometimes unreadable. An attempt at the assignment was made, but the final product falls short of the goal. |
| 0 | Student(s) did not attempt or hand in the assignment. |

**Comments:**